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ABSTRACT

A selection of papers by Josie Levine addresses aspects of the teaching and learning of English as a second/additional language among linguistic minorities. An introductory section provides background information about Levine and the context in which she worked and wrote. The first two chapters tell the stories of limited-English-proficient (LEP) children, illustrating the author's recognition of children's linguistic competencies as they learn English, both in classrooms and in their daily lives. Chapter 3 argues for instructional materials appropriate to the children's distinctive needs, and chapter 4 speaks to mainstream teachers about developing pedagogies for multilingual classes. Chapter 5 discusses the importance of language modeling. Chapter 6 addresses the trend back to mainstreaming LEP children. The final three chapters look at the emergence of a new professionalism among teachers of LEP children, including formation of partnership to solve teaching problems, learning to acknowledge diversity and adapt teaching to the students, and addressing developmental issues in the multilingual class. (MSE)

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